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ABSTRACT

This document presents a guide to help students, who are entering the ninth grade, and their parents prepare for the transition from middle school to high school. The booklet is organized around a series of questions that students might ask themselves as they begin to plan for their high school careers. Each question is considered and discussed to help students make the appropriate decisions. Students are advised to consider what they might like to do as a career when they finish school, what basic skills they will need, whether they are learning the right things to help them in the future, and what courses they are required to take and what other courses might be useful to them. A section on subject areas offered in high school defines 17 possible subject areas, including agricultural education, computer education, English and language arts, mathematics, science, and technology education. A section on job areas that may be of interest to students lists example of jobs in each of the 14 general job areas defined by the U.S. Department of Labor. A grid is included to help students identify which subject areas in high school will help be useful to specific job areas. Three resources are listed for students desiring further information. (NB)

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Preparing for Life and Work

A student and parent guide to high school planning

A message for students, parents, teachers, and school counselors...

In an ever-changing society, planning for the future is exciting and serious. Studies show that today's high school students can expect to change careers five to seven times during their lives. High school prepares them for the many challenges ahead.

The courses students choose for ninth grade and beyond deserve careful consideration. They will directly affect opportunities available to them during and after high school.

Wisconsin high schools are among the best in the United States at preparing students for the future. Our state offers high school students outstanding choices through Tech Prep and Youth Apprenticeship Programs and college-prep course work.

Students need to gain work place competencies and foundation skills to prepare them for the excellent job opportunities offered by the state's many businesses and industries. Work place competencies require that a student understands and knows how to use resources, interpersonal skills, information, social and organizational systems, and technology. Foundation skills refer to basic skills, thinking skills, and personal qualities including responsibility and self-management.

We all want the best for our children. They need our help and advice as they prepare for educational and career options. We hope this booklet helps students and their parents, teachers, and counselors get ready for high school.

Herbert J. Grover

Herbert J. Grover, State Superintendent.
Wisconsin Department of Public Instruction

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What might I like to do?

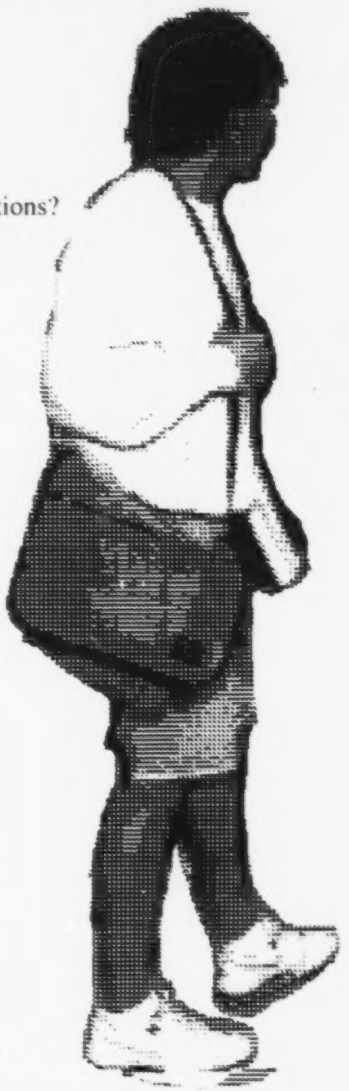
Four short years from now, you will reach out to receive your high school diploma. Your choice of courses and other school activities may determine how many doors that diploma opens for you. By making wise decisions now, you will have greater opportunities in the future.

Whether you want to get a job right away, receive more education and training, enlist in the military, or go to college, you should start planning now—before you enter high school. Of course, you don't have to decide right now to be a welder or a firefighter or a lawyer or any of the other thousands of available jobs. But you can decide what job features or characteristics interest you.

Answering the following questions may help you decide which general career area fits you best. Then you can start planning to take high school courses that will help you get the education and training needed for a job you will enjoy.

Some of the following questions may get you thinking.

- ☐ Do you like to be indoors or outdoors?
- ☐ Do you like to solve problems or make decisions?
- ☐ Do you like to work alone or with other people?
- ☐ Do you take action on your own or do you prefer being given directions?
- ☐ Do you like to work with ideas and words or with objects?



What basic skills must I have?

Employers name nine skills that are important for all workers to have, no matter how much education they may have. As you begin to think about what you would like to do after high school, think as well about the skills you need to get a job and keep it. Ask yourself the following questions:

Do you have a good work ethic? Are you reliable and dependable? Are you patient and mature? Do you accept responsibility for your actions?

Are you committed to your work? Do you give your best effort while striving to improve?

Are you able to communicate effectively? Can you write and speak clearly and effectively? Do you listen and then respond?

Are you able to work effectively with others? Can you accept authority and supervision? assignments? criticism? Can you work as part of a team? Do you respect the rights of others?

Are you responsible? Can you organize your work and manage your time? Are you accurate, precise, and neat? Can you follow directions?

Will you have the skills to seek and get a job? Will you be able to fill out a job application, develop an application letter, and write a resume? Will you be able to do a job search and "sell yourself" in an interview?

Can you reason and solve problems? Do you understand rules and procedures? Can you apply basic skills to your specific job?

Do you have good health and safety habits? Do you know how to follow rules of safety? Can you handle pressure?

Do you have solid personal qualities? Do you feel good about yourself? Do you have goals? Are you able to motivate yourself? Are you honest?

With these skills and attributes, you will be able to apply the knowledge you gain from your high school classes and beyond, no matter what you decide to do.

Am I learning the right things?

During eighth and tenth grade you take achievement tests in mathematics, reading, English, and science. The tests include assessments that can help you find out about your interests, study skills, and plans for high school. Your counselor and teachers can help you interpret the results and plan your high school courses.

The achievement test results will give you a good idea of how well you have prepared for the school work that is ahead of you. You should use these results in two ways. First, you should identify your strengths and interests that you want to pursue in further study. Secondly, you should make sure that you plan to take additional work in any subjects in which you do not score well on the tests. Research shows that test performance is directly related to the course work you have taken. If you want to improve test performance, plan to study more in those areas where the tests reveal weakness. For example, if your science scores are low, you can improve them by taking additional science courses.

You will find that many of the decisions you will face in the next few years about vocational school, apprenticeships, college, or work will depend, in part, on your performance on assessments. It is important to prepare yourself in school so that you can do well on these tests. By taking the results of the eighth- and tenth-grade tests seriously and using that information to plan your high school program, you can help ensure that you will be prepared to fulfill the goals you set for your future.

What must I take?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what job choice you make.

Whether you choose to go to a state technical college, a two- or four-year college or university, or to find a job immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from among many career options.

	YOU NEED AN UNDERSTANDING OF:	REQUIRED YEARS OF STUDY*
English	Reading, writing, speaking, listening, grammar, and literature	4
Social Studies	State and local government	3
Mathematics	Arithmetic (adding, subtracting, dividing, and multiplying), algebra, geometry, and statistics	2
Natural Science	Biolgy and physical science	2
Physical Education	The value of fitness and lifetime activity	1.5
Health	Personal, family, community, and environmental health	0.5

**Required by Wisconsin Statute; local districts may have additional requirements*

What other courses will help me?

If you already plan to attend college, you will do better if you complete a "core" course of study. The University of Wisconsin System and most independent colleges and universities urge four years of English, three years of social studies, and three years each of science and mathematics. Foreign language study is also strongly encouraged. Each college and university has formal entrance requirements. You should ask your guidance counselor for more information.

What subject areas are offered in high school?

Most high schools offer at least some courses in the subject areas described here. Check with your school counselor to find out what is available in each general area.

Agricultural Education – the study of agriculture and agribusiness from agricultural journalism to veterinary science, from farming to transporting, processing, and marketing food and fiber products.

Art – the study of art history and culture; art appreciation and criticism; and art creation, including drawing, painting, photography, pottery making, sculpture, and other art forms.

Business Education – the study for and about business; accounting, keyboarding, computer use, American enterprise, and business concepts; preparing for a job; and basic business skills in reading, writing, speaking, listening, and mathematics.

Computer Education – the study of computer hardware and software; data entry; using applications software; problem solving; and computer programming.

Driver's Education – the study of rules of the road; basic car maintenance and insurance; driving skills and attitudes, including the effects of alcohol and other drugs on drivers; and driver safety.

English/Language Arts – the study of language, including usage and grammar; literature and reading; listening and speaking; writing and research; and using media, including computers, audiocassettes, and videotapes.

Environmental Education – the study of the earth's environment; problem solving and decision making about environmental issues and how they relate to your lifestyle; and how to balance society's quality of life with the quality of the environment.

Family and Consumer Education – the study of the work of the family, including decision-making and problem-solving skills as they relate to your responsibility for a family and employment.

Foreign Language – learning to communicate in another language and learning about other cultures (including Chinese, French, German, Japanese, Latin, Russian, and Spanish) to participate better in our global community.

Health Education– the study of accident prevention and safety; community, consumer, environmental, mental, emotional, and personal health; family life education; nutrition; disease prevention; and alcohol and other drug abuse prevention.

Marketing Education – preparation for a vast array of careers in marketing, management, and starting your own business. The study of promotion, sales, human relations, buying and pricing, communications, career development, and economics in an activity-packed environment.

Mathematics – the study of numbers, arithmetic, measurement, geometry, statistics, algebra, computing and estimating, and mathematical problem solving.

Music – performing, describing, and creating music; the elements of music, including expression, melody, rhythm, and harmony; music appreciation and criticism; and the study of history and culture.

Physical Education – the study of physical fitness and body development; sports, skills, and games; lifetime, leisure, recreational, and outdoor activities; rhythm; aquatics; and gymnastics.

Science - problem solving; science knowledge (six themes - diversity, change, continuity, organization, interaction, and limitation); the nature of science, including history, rules, and methods; and science, technology, and society.

Social Studies – the study of history and society; social data and policy making; politics and law; economics; geography; institutions; international relations, races, and cultures; global interdependence; and responsible citizenship.

Technology Education – the study of industry and technology (machines, materials, processes) in the areas of construction, manufacturing, communications, and transportation to gain an understanding of life's work roles.

What job areas interest me?

Employers expect job seekers to have basic skills. Ask your school counselor or check your local library to find out which skills you need to be successful in the area that interests you.

The U.S. Department of Labor tracks jobs in 14 general areas. The following list includes examples of jobs in each area:

Agriculture, Forestry, and Fishery:
conservationist, farmer, farm production worker, fisher, forester, veterinarian

Construction:
bricklayer, carpenter, construction laborer, painter, plumber

Education:
guidance counselor, librarian, principal, teacher, teacher's aide

Health:
dental assistant, dentist, dietitian, nurse, pharmacist, physician, therapist

Industrial Production:
blacksmith, foundry worker, machinist, printer, truck driver, welder

Mechanics and Repairers:
jeweler, locksmith, mechanic (airplane, automobile, boat, farm equipment, motorcycle), repairer (automobile body, instrument, machinery, shoe, watch)

Office:
accountant, banker, bookkeeper, cashier, computer programmer/operator, lawyer, postal clerk, purchaser, receptionist, secretary

Performing Arts, Design, and Communications:
actor, architect, artist, communicator (advertising, media, public relations), dancer, florist, musician, photographer, singer

Sales:
insurance agent, model, real estate agent, sales worker (manufacturing, retail, wholesale), service station attendant, travel agent

Scientific and Technical:
astronomer, chemist, drafter, engineer, geologist, mathematician, physicist, surveyor

Service:
barber, chef, cosmetologist, funeral director, inspector (building, health), mail carrier, meat cutter, protective service (corrections, firefighter, guard, police officer), telephone operator

Social Science:
anthropologist, economist, geographer, political scientist, psychologist, sociologist

Social Service:
counselor, clergy (minister, priest, rabbi), home economist, social worker

Transportation:
airline worker (air traffic controller, pilot, flight attendant), driver (bus, taxicab, truck), railroad worker (conductor, engineer, station agent, track worker), sailor

Which subject areas will help me find the right job?

For more information, contact someone who is doing the job that interests you to find out what courses will be most helpful.

The chart below will help you decide which general subject areas will help you find work in the job area that most interests you. As you look at the chart, refer to the subject areas (page 4) and the job areas (page 5) to get a better idea of what courses you should take to get the job you want.

Remember that this chart is only a guide. If you have an interest in a specific subject or job not contained in this booklet, talk to your school counselor, local librarian, or someone presently working in that job area.

SUBJECT AREAS	JOB AREAS													
	Agriculture/ forestry/fishery	Construction	Education	Health	Industrial production	Mechanics/repairers	Office	Performing arts/ design/communications	Sales	Scientific/technical	Service	Social science	Social service	Transportation
Agriculture	✓	✓	✓		✓	✓			✓	✓			✓	✓
Art			✓		✓			✓					✓	
Business education	✓		✓	✓	✓	✓	✓		✓		✓			
Computer education	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Driver's education	✓	✓	✓		✓						✓			✓
English/language arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental education	✓		✓		✓	✓		✓		✓		✓		
Family and consumer education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Foreign language		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Health	✓		✓	✓						✓	✓		✓	
Marketing education	✓		✓			✓	✓	✓	✓	✓	✓			
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Music			✓					✓						
Physical education		✓	✓	✓				✓		✓	✓			
Science	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Social studies			✓				✓	✓		✓	✓	✓	✓	
Technology education	✓	✓	✓		✓	✓	✓		✓	✓	✓			✓

For more Information...

Information in this booklet is meant to help you think about your career options and plan your high school courses to achieve your job goals. Additional information about courses needed to enter public or private universities, two- or four-year colleges, state technical colleges, branches of military service, or the work force is available from your school counselor. Ask your school counselor about Tech Prep, Youth Apprenticeship, and work experience progr[illegible] as well as other opportunities to [illegible]arn about the world of work.

Wisconsin Technical College System information:
Contact your school counselor, local library, or local technical college for Wisconsin Technical College System's (WTCS) statewide directory, *Education for a Lifetime*. Madison: WTCS, 1992-93 Edition.
Wisconsin Technical College System
310 Price Place
P.O. Box 7874
Madison, WI 53707-7874
(608) 266-1207

University of Wisconsin System information:
Contact Higher Education Location Program (HELP), your school counselor, or local UW System campus admissions office for *Introduction to the University of Wisconsin System, 1991-92*. Madison: UW System, 1991.
Higher Education Location Program (HELP)
432 North Lake Street
Madison, WI 53706
HELP: (800)442-6459 (M-F 9 a.m. to 4:30 p.m.)
(608) 263-4567 (Madison area)
(800)442-4621 (Telecommunication Device for the Deaf)

Wisconsin independent colleges and universities information:
Contact your school counselor or local independent college or university for *Guide to Admissions and Financial Aid* or for individual college catalogs and videocassettes.
Wisconsin Association of Independent Colleges and Universities
25 West Main Street, Suite 583
Madison, WI 53703-3329
(608) 256-7761

Your comments please...

Please send us your comments about Preparing for Life and Work.

Complete and mail this postcard by March 1, 1993.

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1. Please check one of the following boxes. I am
   - ☐ an eighth grader
   - ☐ a parent
   - ☐ other _____
   - ☐ a teacher
   - ☐ a counselor

2. Check all that apply to describe how you used this booklet.
   - ☐ select high school courses
   - ☐ plan for college
   - ☐ think about career goals
   - ☐ plan for high school
   - ☐ other _____

3. If you found this booklet helpful, do you want
   - ☐ more high school course information
   - ☐ I like it just as it is
   - ☐ more college/tech school information
   - ☐ other _____

4. If you didn't use this booklet, what were the reasons?
   - ☐ don't need
   - ☐ too long
   - ☐ already have this information
   - ☐ other _____

January 1993

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